

Parents-

Within this document, you will find all that you need to complete the assignments for math and ELA for the week of March 30<sup>th</sup> – April 3<sup>rd</sup>. **Ms. Birkmeyer has provided instructional math videos on the 1<sup>st</sup> grade website for an additional resource.** Advanced math and accelerated math will be in separate documents this week.

Math:

Page 2 – **On Level Math Choice Board** – Same instructions as last week

Page 3 – Shapes to Cut Out

ELA (For all students):

Page 4 – Instructions on how to use the ELA document

Page 5 – ELA Calendar for individuals WITH INTERNET ACCESS

Page 6 – ELA Calendar for individuals WITHOUT INTERNET ACCESS

Page 7 – Retelling Graphic Organizer for Monday & Tuesday's Assignment

Page 8 – Venn Diagram Graphic Organizer for Wednesday's Assignment

Page 9 – Reading Comprehension Story for Friday's Assignment

Page 10 – OPTIONAL Choice Board

Page 11 – OPTIONAL Phonics Choice Board

Pages 12-17 – ESOL Support for ELA Assignments (good resources for **all** students!)

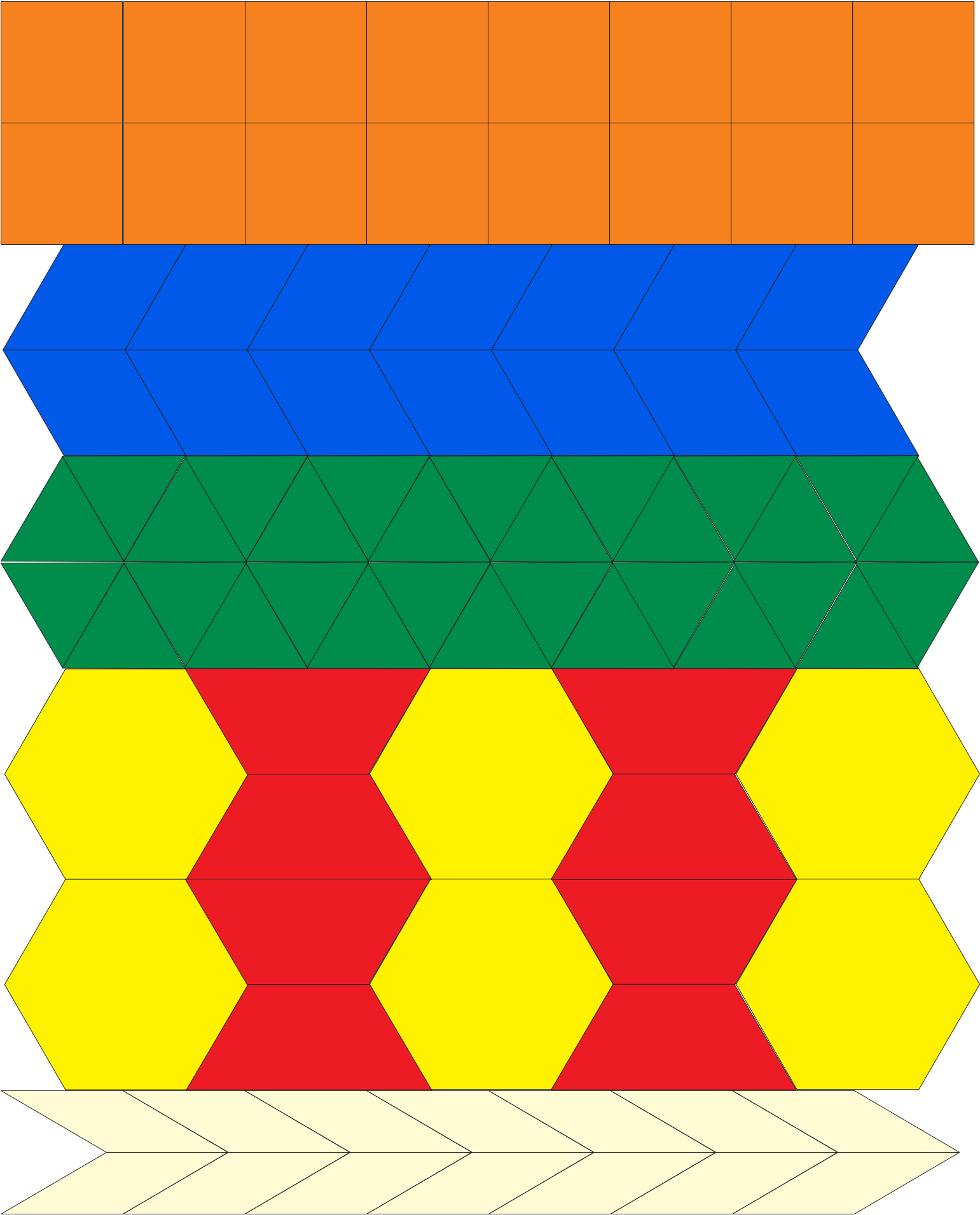
Click the link below to take you to our first-grade website, which has the instructional videos linked!

<https://medlockbridge.wixsite.com/firstgrade/2019-2020-teleschool>

## On Level Math Choice Board for 3/30 – 4/3

|  |   |   |
|--|---|---|
| <p><b>A CUT &amp; COLOR SHAPES MGSE1.G.2.2</b></p> <p>Color and cut out the shapes in the provided in the worksheet.<br/>If you would like, you can print them in black &amp; white and color them this way:</p> <p>OCTOGONS- YELLOW<br/>TRAPEZOIDS- RED<br/>TRIANGLES- GREEN<br/>SQUARES- ORANGE<br/>RHOMBI -BROWN/TAN<br/>DIAMONDS/PARALLELOGRAMS-BLUE</p> | <p><b>B 2D SHAPES MGSE1.G.2.2</b></p> <p>Watch a video about 2D shapes: Shapes, Sides, and Vertices/ Version 1/ Jack Hartmann</p> <p><a href="https://www.youtube.com/watch?v=24Uv8CI5hvl">https://www.youtube.com/watch?v=24Uv8CI5hvl</a></p> <p>Write down the attributes of the shapes the video talked about.</p> | <p><b>* C COMPOSITE SHAPES MGSE1.G.2.2</b></p> <p>Complete Math Workbook page 661-664.</p> <p>This will be your <b>graded work</b> for the week.</p>  |
| <p><b>D SIDES AND VERTICES MGSE1.G.2.2</b></p> <p>On a piece of paper, draw and label the following 2D shapes: circle, trapezoid, rectangle, and triangle.<br/>Next to each shape, write down how many sides and vertices it has.</p>  | <p><b>E MAKE IT MGSE1.G.2.2</b></p> <p>Make 2D Shapes out of Play-Doh/Clay/other items in the household. Explain (or write down) how many vertices, and sides it has.<br/>Tip: Using a ruler can help you “cut” straight sides from play do.</p>  | <p><b>F SHAPE HUNT MGSE1.G.2.2</b></p> <p>Search for shapes around your house. Make a tally chart to show how many of each of these can you find in 10 minutes?</p> <ul style="list-style-type: none"> <li>• circle</li> <li>• trapezoid</li> <li>• rectangle</li> <li>• half circle</li> <li>• triangle</li> <li>• quarter circle</li> </ul> |
| <p><b>G MORE COMPOSITE SHAPES MGSE1.G.2.2</b></p> <p>Complete math workbook pages 667-670.</p>   | <p><b>H YOU MAKE IT! MGSE1.G.2.2</b></p> <p>Fold a paper into four equal parts (half and half again). Draw and color 4 different shapes on a piece of paper and cut the shapes out. On the back of each shape write the name of the shape and how many vertices and sides it has.</p>                                 | <p><b>I VOCABULARY CARDS MGSE1.G.2.2</b></p> <p>Cut out the vocabulary cards on page 627-630 in your math workbook. You will be learning these words. Review each word and its’ meaning.</p>  |

| 2D Shapes   | Creating Composite Shapes   |
|---|---|
| <p>Name the Shape Game/ Shape Review Game/ Jack Hartmann<br/><a href="https://www.youtube.com/watch?v=svrkthG2950">https://www.youtube.com/watch?v=svrkthG2950</a></p> <p>Getting in shape with the 2D shapes<br/><a href="https://www.youtube.com/watch?v=3IKTEBQkpR4">https://www.youtube.com/watch?v=3IKTEBQkpR4</a></p> <p>“Shapes” -StoryBots Super Songs Episode 4/ Netflix Jr<br/><a href="https://www.youtube.com/watch?v=IGHo63pPDBc">https://www.youtube.com/watch?v=IGHo63pPDBc</a></p> <p>Come on and Meet the 2D shapes<br/><a href="https://www.youtube.com/watch?v=illidCw92g">https://www.youtube.com/watch?v=illidCw92g</a></p> <p>Shapes, Sides and Vertices/ Version 1/ Jack Hartmann<br/><a href="https://www.youtube.com/watch?v=24Uv8CI5hvl&amp;t=27s">https://www.youtube.com/watch?v=24Uv8CI5hvl&amp;t=27s</a></p> <p>2 Dimensional Shapes: Vertices- Geometry for 1<sup>st</sup> Grade<br/><a href="https://www.youtube.com/watch?v=jyh15pyQ1xc">https://www.youtube.com/watch?v=jyh15pyQ1xc</a></p> <p>2D Shapes<br/><a href="https://www.youtube.com/watch?v=orBajCYqiZU">https://www.youtube.com/watch?v=orBajCYqiZU</a></p> <p>Grade 1 Math 12.2, Describe two-dimensional shapes (attributes)<br/><a href="https://www.youtube.com/watch?v=SygSh5lwxkM">https://www.youtube.com/watch?v=SygSh5lwxkM</a></p> <p>1<sup>st</sup> Grade 2D Shapes Quick Lesson 2013<br/><a href="https://www.youtube.com/watch?v=-rY-X-ennSI">https://www.youtube.com/watch?v=-rY-X-ennSI</a></p> | <p>Making New Figures- Two Dimensional/ 2D Shapes from learning Adventures<br/><a href="https://www.youtube.com/watch?v=RpW3tjWUZI8">https://www.youtube.com/watch?v=RpW3tjWUZI8</a></p> <p>Making Larger Shapes out of Smaller Shapes<br/><a href="https://www.youtube.com/watch?v=t2Bzx3z6OYI">https://www.youtube.com/watch?v=t2Bzx3z6OYI</a></p> <p>Grade 1 Math 12.3, Combine two-dimensional shapes<br/><a href="https://www.youtube.com/watch?v=QYBeyqB8fZM">https://www.youtube.com/watch?v=QYBeyqB8fZM</a></p> <p>Turning 2D Shapes into 3D Forms<br/><a href="https://www.youtube.com/watch?v=hxizqBV1siQ">https://www.youtube.com/watch?v=hxizqBV1siQ</a></p> <p>Shapes model for school project/ mathematics models diy/ science fair models<br/><a href="https://www.youtube.com/watch?v=WJlITGBwGt4">https://www.youtube.com/watch?v=WJlITGBwGt4</a></p> <p>Maths- How to get 3D shapes from 2D shapes- English<br/><a href="https://www.youtube.com/watch?v=EFt-GXEmcEO">https://www.youtube.com/watch?v=EFt-GXEmcEO</a></p> <p>Compose Shapes/ Geometry/ Early Math/ Khan Academy<br/><a href="https://www.youtube.com/watch?v=K3GV13uokbk">https://www.youtube.com/watch?v=K3GV13uokbk</a></p> <p>Composing Shapes<br/><a href="https://www.youtube.com/watch?v=HzxMKhBb4CI">https://www.youtube.com/watch?v=HzxMKhBb4CI</a></p> <p>Composing Shapes<br/><a href="https://www.youtube.com/watch?v=Nfb30PVSig6">https://www.youtube.com/watch?v=Nfb30PVSig6</a></p> <p>1<sup>st</sup> Grader Composing Shapes with other Shapes<br/><a href="https://www.youtube.com/watch?v=h3FaAwQmfnk">https://www.youtube.com/watch?v=h3FaAwQmfnk</a></p> |



## Parents (PLEASE READ!):

Below, you will find the ELA/reading assignments for the week of 3/30 – 4/3.

1. There are 2 calendars. The first calendar is for individuals that have access to Internet-enabled technology. The second calendar is for individuals that do not have access to Internet-enabled technology. Please select the calendar that fits your needs- you DO NOT need to complete both calendars.
2. The “challenge” items in purple are not required. They will not impact a student's grade if they are not completed; however, they are beneficial for your child to complete.
3. This week's **ONLY GRADED ELA ASSIGNMENT** will be the Venn Diagram Graphic Organizer. Since we do not know if we will be back in class on April 1<sup>st</sup>, please know that we will take this as a graded assignment regardless of if it is completed at home or at school.

FOR ADDITIONAL OPTIONAL ENRICHMENT ACTIVITIES, SEE THE LAST PAGE OF THIS DOCUMENT FOR THE ENRICHMENT CHOICE BOARD.

# ELA CLASSWORK CALENDAR (USING TECHNOLOGY)

## MARCH 30<sup>TH</sup> – APRIL 3<sup>RD</sup>

| MONDAY   | TUESDAY  | WEDNESDAY  | THURSDAY   | FRIDAY   |
|--|--|--|--|--|
| ELAGSE1RL2<br>*ELAGSE1L1   | ELAGSE1RL2<br>*ELAGSE1L1   | ELAGSE1RL3, ELAGSE1RL7,<br>ELAGSE1RL9,<br>*ELAGSE1W2, ELAGSE1RL3   | ELAGSE1W2, ELAGSE1L1, ELAGSE1L2<br>*ELAGSE1L2  | ELAGSE1RL1, ELAGSE1L2,<br>ELAGSE1L4<br>*ELAGSE1L1  |
| <ol style="list-style-type: none"> <li>1. Watch the Brainpopjr Video – Verbs (Link below)</li> <li>2. Watch the Poppleton: Neighbors read aloud. (Link below)</li> <li>3. Print out the <b>Retelling Graphic Organizer</b> below (or draw one to look similar) and retell the story. Circle all the verbs that you write.</li> </ol> <p><b>*Challenge:</b> Once you've circled all your verbs, try to think of synonyms for those verbs. Write down any synonyms you find!</p> <p>Brainpop:<br/><a href="https://jr.brainpop.com/readingandwriting/word/verbs/">https://jr.brainpop.com/readingandwriting/word/verbs/</a><br/>Username - medlockbridge<br/>Password - brainpop</p> <p>Poppleton: Neighbors<br/><a href="https://www.youtube.com/watch?v=cf0wxn2ty0I">https://www.youtube.com/watch?v=cf0wxn2ty0I</a></p> <p><b>Venn Diagram How-To Video (for Wednesday's assignment):</b><br/><a href="https://www.loom.com/share/27bd7913bbdd4777a57d90cde4f53015">https://www.loom.com/share/27bd7913bbdd4777a57d90cde4f53015</a></p> | <ol style="list-style-type: none"> <li>1. Watch the Poppleton: The Pill read aloud. (Link below)</li> <li>2. Print out the <b>Retelling Graphic Organizer</b> below (or draw one to look similar) and retell the story. Circle all the verbs that you write.</li> </ol> <p><b>*Challenge:</b> Once you've circled all your verbs, try to think of synonyms for those verbs. Write down any synonyms you find!</p> <p>Poppleton: The Pill<br/><a href="https://www.youtube.com/watch?v=W8lv_Rl4uDA">https://www.youtube.com/watch?v=W8lv_Rl4uDA</a></p> | <ol style="list-style-type: none"> <li>1. Re-watch the two read alouds from this week.</li> <li>2. <b>GRADED:</b> Compare and contrast the two stories using the <b>Venn Diagram Graphic Organizer</b> below. You can print it out or draw it. *See Monday for how to video link*</li> </ol> <p><b>*Challenge:</b> Describe Poppleton. Use the informational writing format.</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Description 1</li> <li>• Description 2</li> <li>• Description 3</li> <li>• Conclusion</li> </ul> | <ol style="list-style-type: none"> <li>1. Choose a topic on PebbleGo to read about (different from last week!).</li> <li>2. Complete an informational writing about the topic. Remember, it should be about 5 sentences! 😊               <ol style="list-style-type: none"> <li>a. Introduction of topic (tell us what you're writing about)</li> <li>b. Fact 1</li> <li>c. Fact 2</li> <li>d. Fact 3</li> <li>e. Conclusion (you can share your opinion about the topic!)</li> </ol> </li> </ol> <p>PebbleGo:<br/><a href="https://site.pebblego.com/">https://site.pebblego.com/</a><br/>Username – medlockbridge<br/>Password- school</p> <p><b>*Challenge:</b> Try to include all your spelling words in your writing!</p> | <ol style="list-style-type: none"> <li>1. Have someone give you a spelling list. Write your words down on a piece of paper.</li> <li>2. Complete the <b>reading comprehension story</b> below (write answers on a separate sheet of paper – only color code if you can print!).</li> </ol> <p><b>*Challenge 1:</b> Try creating a narrative writing using all of your spelling words (with a capital letter at the beginning and punctuation at the end).</p> <p><b>*Challenge 2:</b> Write all your answers to the reading comprehension story in complete sentences (with a capital letter at the beginning and punctuation at the end).</p> |

SEE BELOW FOR **RETELLING** AND **VENN DIAGRAM** GRAPHIC ORGANIZERS AND **READING COMPREHENSION STORY**

# ELA CLASSWORK CALENDAR (WITHOUT TECHNOLOGY)

MARCH 30<sup>TH</sup> – APRIL 3<sup>RD</sup>

| MONDAY  | TUESDAY  | WEDNESDAY   | THURSDAY  | FRIDAY   |
|---|--|---|---|--|
| ELAGSE1RL2<br>*ELAGSE1L1  | ELAGSE1RL2<br>*ELAGSE1L1   | ELAGSE1RL3, ELAGSE1RL7,<br>ELAGSE1RL9,<br>*ELAGSE1W2, ELAGSE1RL3  | ELAGSE1W2, ELAGSE1L1, ELAGSE1L2<br>*ELAGSE1L2   | ELAGSE1RL1, ELAGSE1L2, ELAGSE1L4<br>*ELAGSE1L1   |
| <ol style="list-style-type: none"> <li>Verbs are action words, like jump, sit, hop, and run.</li> <li>Choose a book to read.</li> <li>Print out the <b>Retelling Graphic Organizer</b> below (or draw one to look similar) and retell the story. Circle all the verbs that you write.</li> </ol> <p>*Challenge: Once you've circled all your verbs, try to think of synonyms for those verbs. Write down any synonyms you find!</p> | <ol style="list-style-type: none"> <li>Choose a book to read.</li> <li>Print out the <b>Retelling Graphic Organizer</b> below (or draw one to look similar) and retell the story. Circle all the verbs that you write.</li> </ol> <p>*Challenge: Once you've circled all your verbs, try to think of synonyms for those verbs. Write down any synonyms you find!</p> | <ol style="list-style-type: none"> <li>Re-read the books you chose on Monday and Tuesday.</li> <li><b>GRADED: Compare and contrast the two stories using the Venn Diagram Graphic Organizer below. You can print it out or draw it.</b></li> </ol> <p>*Challenge: Describe the main character in one of the books you read. Use the informational writing format.</p> <ul style="list-style-type: none"> <li>Introduction</li> <li>Description 1</li> <li>Description 2</li> <li>Description 3</li> <li>Conclusion</li> </ul> | <ol style="list-style-type: none"> <li>Choose a nonfiction topic on to read about (different from last week!).</li> <li>Complete an informational writing about the topic. Remember, it should be about 5 sentences! 😊               <ol style="list-style-type: none"> <li>Introduction of topic (tell us what you're writing about)</li> <li>Fact 1</li> <li>Fact 2</li> <li>Fact 3</li> <li>Conclusion (you can share your opinion about the topic!)</li> </ol> </li> </ol> <p>*Challenge: Try to include all your spelling words in your writing!</p> | <ol style="list-style-type: none"> <li>Have someone give you a spelling list. Write your words down on a piece of paper.</li> <li>Complete the <b>reading comprehension story</b> below (write answers on a separate sheet of paper – only color code if you can print!).</li> </ol> <p>*Challenge 1: Try creating a narrative writing using all of your spelling words (with a capital letter at the beginning and punctuation at the end).</p> <p>*Challenge 2: Write all your answers to the reading comprehension story in complete sentences (with a capital letter at the beginning and punctuation at the end).</p> |

SEE BELOW FOR **RETELLING** AND **VENN DIAGRAM** GRAPHIC ORGANIZERS AND **READING COMPREHENSION STORY**

Name \_\_\_\_\_

## Retelling Graphic Organizer

Date \_\_\_\_\_

Title of Story \_\_\_\_\_

Write a sentence telling who (characters) & what (problem) the story is about and when & where the story takes place (setting):

Write a sentence telling what happens in the BEGINNING:

Write a sentence telling what happens in the MIDDLE:

Write a sentence telling what happens in the END:

Write a sentence telling what the character learns:

Name \_\_\_\_\_

Date \_\_\_\_\_

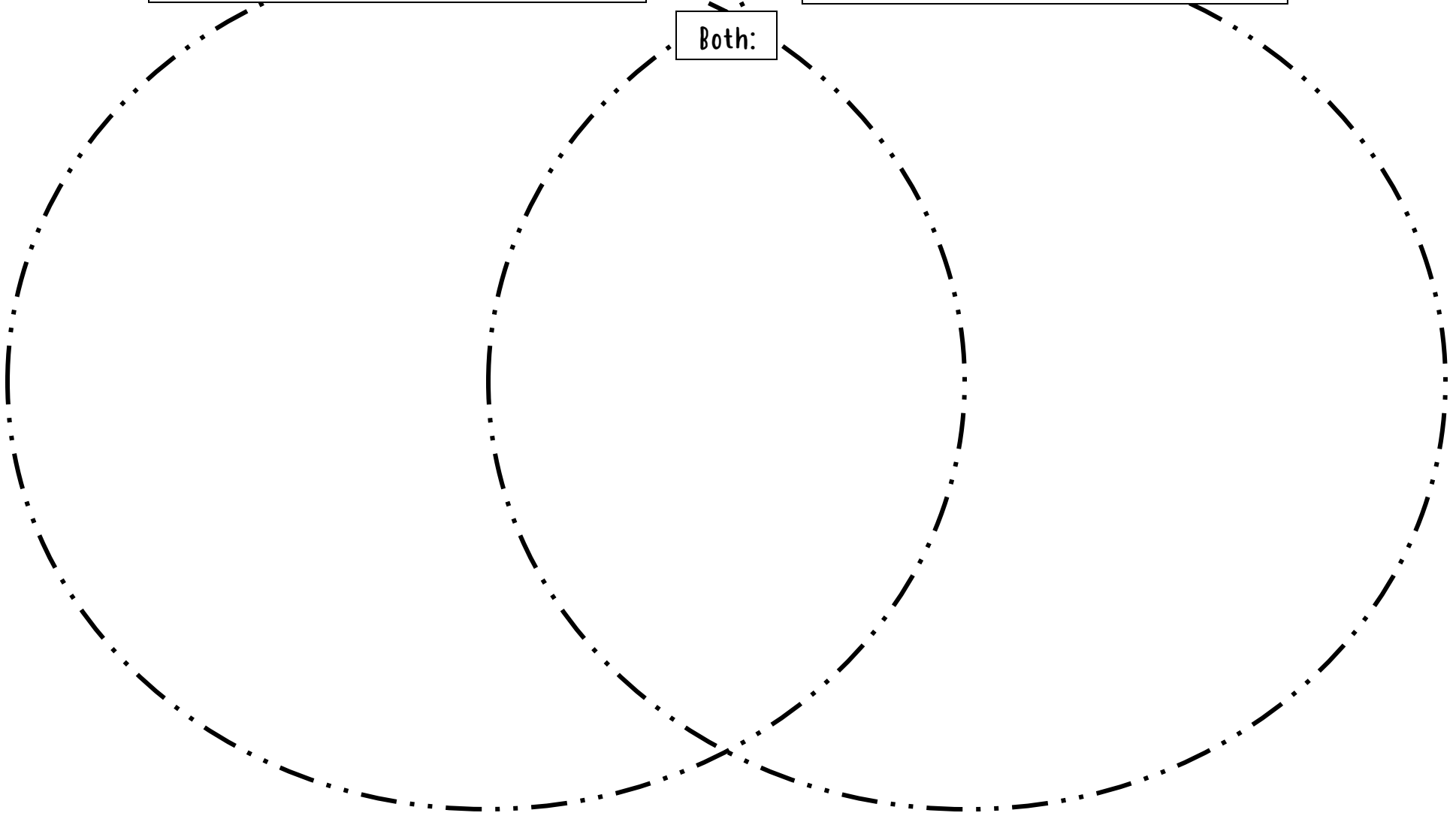
## Venn Diagram Graphic Organizer

Instructions: Compare and contrast the two stories!

Story 1: \_\_\_\_\_

Story 2: \_\_\_\_\_

Both: \_\_\_\_\_





# READING COMPREHENSION STORY

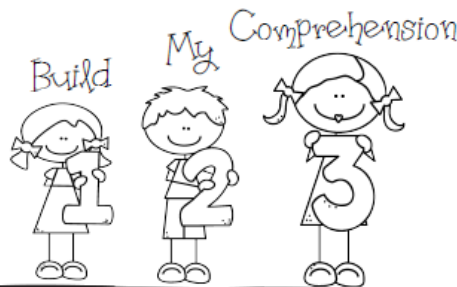
## Bees

## Listen to Me Read

Bees fly from flower to flower, sipping nectar and collecting grains of **pollen**. Bees have a special tongue that sucks up the **nectar**. A crop in their throat stores it until they get back to the hive. Back at the hive, it is turned into honey to be used as food.

Honeybees and bumblebees live in **colonies** or hives. All the bees in the colony work together for the good of the hive. Each has a job to do. The queen lays the eggs and the workers build the honeycomb and collect the food. Bees are super important for flowers, fruits and vegetables. They help other plants grow. Bees transfer pollen which allows plants to grow seeds and fruit. Bees have 5 eyes and 2 pairs of wings and two stomachs. Bees are the only insects in the world that make food for humans.

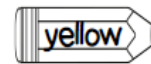
1. Read 3 times.
2. Color 1, 2 and 3 as you read.
3. Read to a friend or to the teacher.



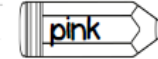
## Bees Check my Comprehension

1. Bees fly from flower to flower sipping what?

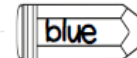
- ☐ A. nectar  
☐ B. honey  
☐ C. water



2. At the hive, what is the nectar turned into?

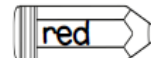


3. What do honeybees and bumblebees live in?

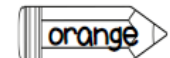


4. The queen lays the eggs?

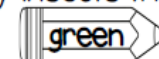
- ☐ True  
☐ False



5. Which word helps the reader understand the meaning of the word **colonies**?



6. Bees are the only insects that provide what to humans?



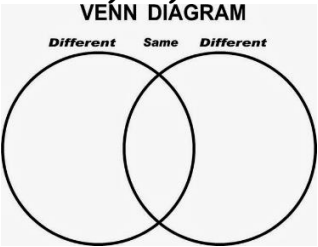
### My Vocabulary List

nectar  
 pollen  
 hive  
 honey  
 bees  
 flowers  
 honeycomb

Do you like  
 honey?

yes  
 no

## \*OPTIONAL\* ENRICHMENT CHOICE BOARD

|  |   |   |   |   |
|--|---|---|---|---|
| Write a letter to a character in a story of your choice.   | Create a list of items you would need to catch a leprechaun.  | Use a Venn Diagram to compare and contrast yourself with a character in a story of your choice.<br> | Create interview questions for a character in a story of your choice.                             | Read a non-fiction book from your home library, on Epic!, or on PebbleGo. List 3 facts you learned while reading. |
| Read a story. Come up with a new title for the story. Then, create a different ending for the story. | Illustrate a new cover for a book of your choice.   | Read a story. Write down what the lessons are that the author wants us to learn while reading.  | Read a story and create 3 questions you would like to ask the author.                             | Identify 3 character traits (using adjectives) of the main character of a story.                                  |
| Read a story and write down a real-life connection you can make to the story.                        | Brainstorm a list of new vocabulary words from a nonfiction book.   | iRead (Imagine Learning if applicable)  | Read a story and illustrate a mental image you had while reading. Write a sentence to go with it! | Write a "book review" after reading a story and rate the book (out of 5 stars) after giving your opinion.         |
| Create a recipe for a yummy meal!  | Determine the problem in a story. How is the problem fixed? Tell about how you might have fixed the problem in the story. | Retell a story using beginning, middle, and end.  | Tell about your favorite book. What makes it your favorite?                                       | Read a story. Draw a picture and write a few sentences about your favorite part of the book.                      |

# 1st grade phonics and spelling week 3 optional activities

## Cries ■ fries ■ spies ■ stories ■ flies ■ dries

[Click here for Monday's Video](#)

[Click here for Tuesday's video](#)

[Click here for Wednesday's video](#)

[Click here for Thursday's video](#)

[Click here for Friday's Video](#)

Choose some of the activities below to have some fun with your words! Remember this is not required work and will not count toward your grade.

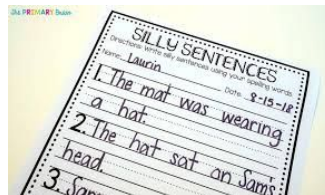
Rainbow Write



Chalk Write



Make a sentence



Search for words in a newspaper, magazine or book



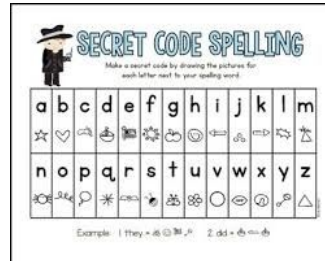
Stair Step Words



Draw a picture



Secret agent words



# ESOL 1st Grade ELA Support

Parents and students,

Please use this lesson guide to help you with the ELA lesson sent by your homeroom teacher. In this document, you will find things to help you with your English while completing the activities sent by your homeroom teacher.

| Monday   | Tuesday  | Wednesday  |
|--|--|--|
| Use the verbs picture chart on page 2 to help you complete the <b>retelling graphic organizer</b> . Use the sentence starters on pg. 3 to help you with the <b>retelling graphic organizer</b> from your homeroom teacher. | Use the sentence starters on pg. 3 to help you with the <b>retelling graphic organizer</b> from your homeroom teacher. | Use page 4 to help you understand how to use a <b>venn diagram</b> . You can also watch <a href="#">this video</a> to help you understand.   |
| Thursday   | Friday   | Extra Fun  |
| Use page 5 to help you start your informational writing.   | Look at page 6 to see some vocabulary support for the <b>reading comprehension story</b> from your homeroom teacher.   | <a href="#">Vocabulary building pictures</a><br><br><a href="#">Click here for a vocabulary word hunt</a><br><br><a href="#">Click here to get on Epic books</a> class code: xvx1513 |





# ACTION VERBS



walk



run



ride



sit down



stand up



fight



laugh



read



play



listen



cry



think



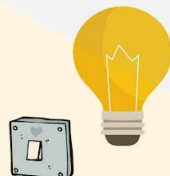
sing



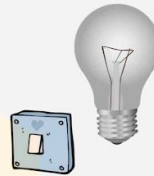
watch tv



dance



turn on



turn off



win



write



open



close



sleep



throw away



cut



fly



give



jump



eat



drink



cook



wash



talk



push



pull



climb



wait

Name \_\_\_\_\_

Retelling Graphic Organizer

Date \_\_\_\_\_

Title of Story \_\_\_\_\_

|  |
|--|
| <p>Write a sentence telling who (characters) &amp; what (problem) the story is about and when &amp; where the story takes place (setting):</p> <p>The characters in the story are _____.</p> <p>The problem in the story is _____.</p> <p>The setting of the story is _____.</p> |
| <p>Write a sentence telling what happens in the BEGINNING:</p> <p>At the beginning of the story _____.</p>   |
| <p>Write a sentence telling what happens in the MIDDLE:</p> <p>In the middle of the story _____.</p>   |
| <p>Write a sentence telling what happens in the END:</p> <p>At the end of the story _____.</p>   |
| <p>Write a sentence telling what the character learns:</p> <p>In the story, the character learned _____.</p>   |

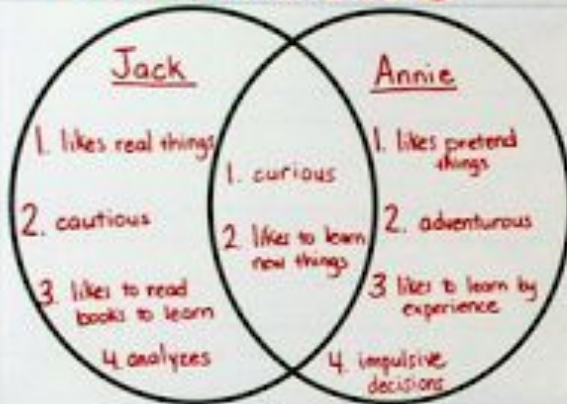


# Compare and Contrast

(The Magic Treehouse #1)



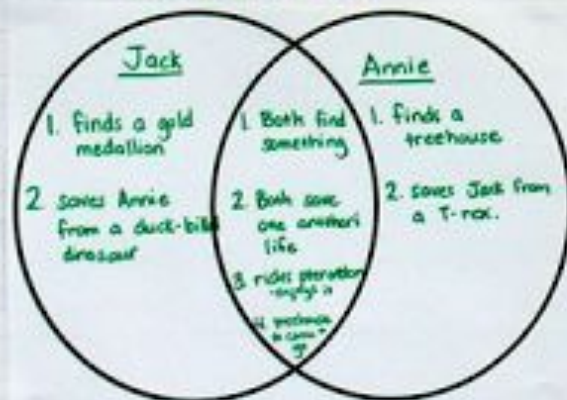
## Characters



## Settings



## Events



## Comparing Words

both  
similar/same  
also/too  
as well as

## Contrasting Words

however  
in contrast  
differ/different  
while/whereas  
on the other hand  
but/yet  
though/although

# Informational Writing

**Start with a topic sentence or question:**

- If..... then....
- Why do...
- How can...
- When do...
- Where can...
- How do/ does...

**Give a fact:**

- To begin with
- For starters
- Initially
- In the first place
- The first fact
- The first thing to know

**Give another fact:**

- Additionally
- Another thing to know is
- Second
- Next
- Also
- For instance

**Give a final fact**





- Third
- One last example
- Lastly
- Finally
- Ultimately
- Overall

**End with a conclusion**

- As you can see
- It is clear that
- Certainly
- Without a doubt
- All in all
- In conclusion



## Vocabulary for "Bees"

|                 |  |   |
|-----------------|--|---|
| Pollen          |    | Pollen is a yellow powder that plants make in the spring.                                   |
| Nectar          |     | A sugary liquid made by plants for insects to drink so they can take pollen to other plants |
| Colonies / hive |    | The home of bees  |
| Honey           |  | A sweet sticky liquid made by bees from nectar  |